

Suggested Lesson plan [English] [Prep Stage]

Title	A Day in My Digital Life	Day		Date		Class	1st Prep	Period	
Unit	1: Life in a Digital World								
Lesson	1								
Page(s)	14-15								

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify the main idea and specific details of a blog post.
- understand and use vocabulary related to digital life.
- classify words into nouns, verbs and adjectives.
- talk about their daily use of technology.

2. Teaching Strategies: Discussion – Think-Pair-Share – Questioning – Cooperative learning – Individual work.

3. Resources and material needed:

Student's Book – board – markers – pictures or flashcards of digital devices.

4. Steps to follow

A) Warm up and revision

- Greet the students and ask about their daily routines.
- Ask: How often do you use your phone or tablet?
- Ask students to name digital devices they use every day.

B) Presentation

1. New vocabulary:

digital – screen – e-book – night mode –
search – website – smartboard – laptop

Examples:

- I read an **e-book** on my tablet.
- I use **night mode** before sleeping.
- We use a **smartboard** at school.
- I **search** for information on a **website**.

2. New structure: Present Simple with adverbs of frequency

- I **always** do my homework first.
- I **usually** use my tablet after school.
- I **sometimes** play online games.
- I **never** use my phone during meals.

Parts of speech:

- **Noun:** laptop, screen, website
- **Verb:** search, read, use
- **Adjective:** digital, useful, interesting

C) Practice

1. Controlled practice:

- Students read the blog post and answer comprehension questions.
- They match the new words with their meanings.
- They classify the target words into nouns, verbs and adjectives.

2. Free practice:

- Students work in pairs and discuss how they use technology.
- Each student says three sentences about their digital habits.
- Students share their answers with the class.

D) Feedback and Consolidation

- What is the main idea of the blog post?
- Why does Tarek use night mode?
- Name two digital devices.

- Use **usually** in a sentence.
- Is the word **digital** a noun, verb or adjective?

E) Home Assignment

Write five sentences about how you use technology in your daily life.

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Suggested Lesson Plan

[English] [Prep Stage]

Title	How We Use Technology	Day		Date		Class	1st Prep	Period	
Unit	1: Life in a Digital World								
Lesson	2								
Page(s)	16-17								

1. Learning Objectives: By the end of this lesson, students will be able to:

- listen for the main idea and specific details.
- understand vocabulary related to technology.
- use adverbs of frequency correctly.
- talk about their technology habits.

2. Teaching Strategies: Discussion – Think-Pair-Share – Cooperative Learning – Pair Work – Questioning.

3. Resources and material needed:

Student's Book – Audio recording – Board – Markers – Pictures of digital devices.

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Review the previous lesson vocabulary.
- Ask:
 - Which digital device do you use most?
 - How many hours do you spend using technology every day?

B) Presentation

1. New vocabulary:

- digital
- screen time
- social media
- computer
- tablet
- laptop
- message
- online

Examples

- I spend two hours of **screen time** every day.
- My friends use **social media** to communicate.
- I usually send a **message** after school.
- We study **online** sometimes.

2. New structure: Adverbs of Frequency

always – usually – often – sometimes – rarely – never

Examples:

- I **always** check my messages.
- She **usually** studies online.
- They **often** use tablets.
- We **sometimes** play educational games.
- He **never** uses his phone in class.

C) Practice

1. Controlled practice:

- Students listen to the recording and answer the listening questions.
- Match the words with their meanings.
- Complete the sentences using adverbs of frequency.
- Read and complete the language exercises.

2. Free practice:

- Students work in pairs and ask:
 - What device do you use most?
 - When do you use it?
 - Why do you use it?
- Then each student tells the class about his/her partner's technology habits.

D) Feedback and Consolidation

- | | |
|---|---|
| <ul style="list-style-type: none"> • What is screen time? • Which adverb means 100%? • Make a sentence using usually. | <ul style="list-style-type: none"> • Name two digital devices. • Why shouldn't we spend too much time on screens? |
|---|---|

E) Home Assignment

Write five sentences about your daily technology habits using different adverbs of frequency.

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Suggested Lesson Plan

[English] [Prep Stage]

Title	Word-building Skills	Day		Date		Class	1st Prep	Period	
Unit	1: Life in a Digital World								
Lesson	3								
Page(s)	18-19								

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify and form compound words.
- expand their technology vocabulary.
- use compound words correctly in sentences.
- read and answer questions about the text.

2. Teaching Strategies: Discussion – Think-Pair-Share – Cooperative Learning – Guided Discovery – Pair Work.

3. Resources and material needed:

Student's Book – Board – Markers – Flashcards – Pictures of technology tools.

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Review vocabulary from Lesson 2.
- Ask:
 - What digital devices do you know?
 - Which device do you use every day?

B) Presentation

1. New vocabulary:

- keyboard
- board game
- smartboard
- notebook
- homework
- workbook
- schoolwork
- network

Examples

- I write on my **keyboard** every day.
- Our teacher uses the **smartboard**.
- I finish my **homework** before dinner.
- I write in my **workbook** at school.

2. New structure: Compound Words

Examples:

- key + board → **keyboard**
- home + work → **homework**
- work + book → **workbook**
- note + book → **notebook**
- school + work → **schoolwork**
- smart + board → **smartboard**

Students identify the two words and explain the meaning of each compound word.

C) Practice

1. Controlled practice:

- Read the passage.
- Answer comprehension questions.
- Complete the compound-word diagrams.
- Match the words with their meanings.
- Complete the exercises in the Student's Book.

2. Free practice:

- Students work in pairs and:
 - make new compound words.
 - write sentences using the new words.
- Tell the class how they use technology at school and at home.

D) Feedback and Consolidation

- What is a compound word?
- Give two examples.
- Which compound word means work done at home?

- Use **keyboard** in a sentence.
- Which compound word do you use most at school?

E) Home Assignment

Write six sentences using six different compound words from the lesson.

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Suggested Lesson plan

[English] Prep Stage

Title	Story Time	Day	Date	Class	Period
Unit	Unit 1 – Life in a Digital World				
Lesson	Lesson 4 – The Magic Classroom (Chapter One: The First Challenge)				
Page(s)	20 – 21				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the story.
- identify the main idea and specific details.
- infer the meanings of new words from context.
- talk about teamwork, curiosity and responsibility.
- express opinions about working with others.

2. Teaching Strategies:

Think – Pair – Share • Discussion • Cooperative Learning • Guided Reading • Questioning

3. Resources and Materials Needed:

Student's Book • Whiteboard • Flashcards • Pictures • Marker pens

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise the previous lesson vocabulary.
- Ask:
 - Do you like working in groups?
 - Why is teamwork important?

B) Presentation

1. New Vocabulary

- village
- announcement
- curious
- collaborate
- unlock
- mysteries
- challenge
- encouraged
- locked box
- teamwork

Examples

- We should collaborate to finish the task.
- The students were curious about the new classroom.
- Teamwork helps us solve problems.

2. New Structure

Expressing values and cooperation:

- We should work together.
- Let's help each other.
- We can solve the problem together.
- Only those who collaborate can succeed.

C) Practice

1. Controlled Practice

- Read the story aloud.
- Students repeat after the teacher.
- Answer comprehension questions.
- Identify new vocabulary from the text.
- Match words with their meanings.

2. Free Practice

- Students work in pairs to discuss:
 - Why was Omar nervous?
 - How did Sara and Zain help him?
 - Why is teamwork important?
- Role-play the story.

D) Feedback and Consolidation

Ask students:

- Who are the main characters?
- What was the first challenge?
- How did the children solve the problem?
- What values did they show?
- Why is curiosity important?

E) Home Assignment

- Read the story again.
- Learn the new vocabulary.
- Write five sentences about the importance of teamwork using simple English.

Suggested Lesson plan

[English] Prep Stage

Title	An Email to a Friend	Day	Date	Class	Period
Unit	Unit 1 – Life in a Digital World				
Lesson	Lesson 5 – An Email to a Friend				
Page(s)	24 – 25				

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a simple email about their daily digital routine.
- use the Present Simple correctly.
- use adverbs of frequency accurately.
- use technology vocabulary in meaningful sentences.
- organize ideas in a friendly email.

2. Teaching Strategies:

Think – Pair – Share • Guided Writing • Brainstorming • Cooperative Learning • Discussion

3. Resources and Materials Needed:

Student's Book • Whiteboard • Flashcards • Writing worksheet • Marker pens

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise vocabulary from Unit 1.
- Ask:
 - How do you use technology every day?
 - What digital device do you use most?

B) Presentation

1. New Vocabulary

- digital
- messages
- online
- tablet
- screen
- smartboard
- website
- search
- ebook
- tool

Examples

- I read messages every morning.
- We use the smartboard at school.
- I search for information online.

2. New Structure

Writing a friendly email using the Present Simple.

Examples

- I always check my phone.
- I usually use my tablet after school.
- We often study online.
- I never use my phone in class.

C) Practice

1. Controlled Practice

- Read the model email.
- Complete the missing words.
- Identify greetings and closing expressions.
- Underline the Present Simple verbs.
- Find the adverbs of frequency.

2. Free Practice

- Students write an email to a friend describing:
 - their morning routine.
 - technology they use at school.
 - after-school activities.
 - evening activities.
 - a question for their friend.
- Students exchange emails with a partner and read them aloud.

D) Feedback and Consolidation

Ask students:

- Why do we write emails?
- What greeting can we use?
- Which tense is used in the email?
- Mention three technology words from the lesson.
- Read one sentence from your email.

E) Home Assignment

- Write an email (60–80 words) to a friend about your digital day.
- Use at least six vocabulary words from the lesson.
- Use Present Simple and adverbs of frequency correctly.

Suggested Lesson plan

[English] Prep Stage

Title	Team-Project Roundtable	Day	Date	Class	Period
Unit	Unit 1 – Life in a Digital World				
Lesson	Lesson 6 – Team-Project Roundtable				
Page(s)	26–27				

1. Learning Objectives: By the end of this lesson, students will be able to:

- participate actively in group discussions.
- give advice about safe technology use.
- cooperate with classmates to complete a group project.
- design a digital safety poster.
- present ideas confidently and respectfully.

2. Teaching Strategies:

Cooperative Learning • Think – Pair – Share • Group Discussion • Brainstorming • Project-Based Learning

3. Resources and Materials Needed:

Student's Book • Whiteboard • Poster paper • Colored markers • Pictures • Flashcards

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise Unit 1 vocabulary and grammar.
- Ask:
 - What did you learn in this unit?
 - How can we use technology safely?

B) Presentation

1. New Vocabulary

- safety
- online
- responsibility
- teamwork
- respect
- discussion
- project
- poster
- advice
- digital

Examples

- We should stay safe online.
- Teamwork helps us finish projects.
- Respect your classmates' ideas.
- Our group designed a digital safety poster.

2. New Structure

Giving advice using *should* / *shouldn't*

Examples

- You should protect your personal information.
- You shouldn't share your password.
- We should respect others online.
- Students should work together.

C) Practice

1. Controlled Practice

- Read the project instructions.
- Answer questions about digital safety.
- Match safety rules with suitable pictures.
- Review vocabulary from Unit 1.
- Discuss the roundtable rules.

2. Free Practice

- Students work in groups to:
 - discuss how to stay safe online.
 - share ideas about responsible technology use.
 - design a **Digital Safety Poster**.
 - present their poster to the class.
 - give advice using *should* / *shouldn't*.

D) Feedback and Consolidation

Ask students:

- Why is online safety important?
- What should we do before sharing information?
- Mention three digital safety rules.
- What did your group create?
- Which advice do you think is the most important?

E) Home Assignment

- Design a small **Digital Safety Poster** at home.
- Write five pieces of advice using *should* / *shouldn't* about safe technology use.
- Revise Unit 1 vocabulary and grammar for the assessment.

Suggested Lesson plan

[English] Prep Stage

Title	Weekly Assessment	Day	Date	Class	Period
Unit	Unit 1 – Life in a Digital World				
Lesson	Session 7 – Weekly Assessment				
Page(s)	Weekly Assessment				

1. Learning Objectives: By the end of this lesson, students will be able to:

- demonstrate their understanding of Unit 1 vocabulary.
- use the Present Simple and adverbs of frequency correctly.
- use *should* / *shouldn't* appropriately.
- read and answer comprehension questions accurately.
- write a short email using the target language.

2. Teaching Strategies:

Individual Assessment • Observation • Discussion • Questioning • Feedback

3. Resources and Materials Needed:

Weekly Assessment Worksheet • Student's Book • Whiteboard • Pens • Answer Sheet

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise the vocabulary of Unit 1.
- Review Present Simple.
- Review adverbs of frequency.
- Review *should* / *shouldn't*.

B) Presentation

1. Assessment Focus • Vocabulary • Grammar • Reading • Writing • Speaking	2. Language Structure Students answer questions using: • Present Simple • Adverbs of Frequency • <i>Should</i> / <i>Shouldn't</i>
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C) Practice

1. Controlled Practice Students complete the Weekly Assessment individually: • Vocabulary questions. • Grammar exercises. • Reading comprehension. • Writing task. The teacher observes students and provides guidance when needed.	2. Free Practice Students: • exchange papers for peer correction. • discuss the correct answers. • answer speaking questions in pairs. • share their writing with the class.
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D) Feedback and Consolidation

Ask students:

- Which part was the easiest?
- Which question was the most difficult?
- Mention five new words from Unit 1.
- Give two sentences using *should*.
- What did you learn from this unit?

E) Home Assignment

- Correct any mistakes in the Weekly Assessment.
- Revise Unit 1 vocabulary and grammar.
- Prepare for the Monthly Assessment.
- Read the Unit 1 email again and write another email about your daily digital routine.

Suggested Lesson plan

[English] Prep Stage

Title	My Learning Journey	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 1 – My Learning Journey				
Page(s)	28–29				

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify different learning styles.
- understand the main idea of the reading text.
- identify specific details from the text.
- describe their own learning style.
- use new vocabulary in meaningful sentences.

2. Teaching Strategies:

Think – Pair – Share • Cooperative Learning • Guided Reading • Discussion • Brainstorming

3. Resources and Materials Needed:

Student's Book • Whiteboard • Flashcards • Pictures • Marker pens

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise the previous unit briefly.
- Ask:
 - How do you usually study?
 - What helps you learn better?

B) Presentation

1. New Vocabulary

- visual
- auditory
- kinesthetic
- organized
- examples
- activities
- remember
- study space
- hands-on
- learning style

Examples

- I am a visual learner.
- She learns by listening carefully.
- Hands-on activities make learning fun.
- My study space is always organized.

2. New Structure

Talking about learning habits using the **Present Simple** and **Can / Can't**.

Examples

- I learn best when I read quietly.
- I can remember information with pictures.
- She can understand lessons easily.
- We learn by doing activities.

C) Practice

1. Controlled Practice

- Read the text silently.
- Complete the learning style checklist.
- Identify the three learning styles.
- Answer comprehension questions.
- Match vocabulary with meanings.

2. Free Practice

Students work in pairs to:

- discuss their learning styles.
- compare answers.
- explain how they study.
- tell the class which learning style suits them best.

D) Feedback and Consolidation

Ask students:

- What are the three learning styles?
- Which learning style do you prefer?
- How do pictures help learning?
- Why is organization important?
- What activities help you remember lessons?

E) Home Assignment

- Complete the learning style checklist.
- Learn the new vocabulary.
- Write five sentences describing your learning style using **Present Simple** and **can / can't**.

Suggested Lesson plan

[English] Prep Stage

Title	Learning Challenges and Solutions	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 2 – Learning Challenges and Solutions				
Page(s)	30–31				

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify common learning challenges.
- listen for the main idea and specific details.
- understand and use learning-related vocabulary.
- talk about ways to improve their study habits.
- give simple advice about effective learning.

2. Teaching Strategies:

Think – Pair – Share • Listening Activities • Cooperative Learning • Discussion • Brainstorming

3. Resources and Materials Needed:

Student's Book • Audio Recording • Whiteboard • Flashcards • Marker pens

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise the previous lesson vocabulary.
- Ask:
 - What problems do you have while studying?
 - Do you study alone or with friends?

B) Presentation

1. New Vocabulary

- techniques
- review
- regularly
- improve
- successful
- organize
- distractions
- notes
- breaks
- concentrate

Examples

- Good study techniques help students learn better.
- I review my lessons every day.
- Successful students study regularly.
- Ahmed organizes his notes carefully.

2. New Structure

Giving advice and talking about study habits using **Present Simple** and **Can / Can't**.

Examples

- I review my lessons every day.
- Good learners ask questions.
- You can improve your study habits.
- We can organize our notes.

C) Practice

1. Controlled Practice

- Listen to the audio.
- Match the words with their meanings.
- Complete the True / False activity.
- Answer the listening questions.
- Identify useful study techniques.

2. Free Practice

Students work in pairs to:

- discuss study problems.
- suggest solutions.
- explain how they organize their notes.
- share their favorite learning techniques with the class.

D) Feedback and Consolidation

Ask students:

- What are good learning techniques?
- Why is reviewing lessons important?
- How do you organize your notes?
- Why should students take short breaks?
- What makes a student successful?

E) Home Assignment

- Learn the new vocabulary.
- Write five sentences about your study habits.
- Write three pieces of advice to help a friend improve his/her learning using **can** and the **Present Simple**.

Suggested Lesson plan

[English] Prep Stage

Title	Learning Together	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 3 – Learning Together				
Page(s)	32–33				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about learning together.
- identify the main idea and supporting details.
- use collaborative learning vocabulary correctly.
- express opinions about teamwork.
- communicate effectively with classmates.

2. Teaching Strategies:

Think – Pair – Share | Cooperative Learning | Guided Reading | Discussion | Brainstorming

3. Resources and Materials Needed:

Student's Book | Whiteboard | Flashcards | Pictures | Marker pens

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise the vocabulary from Lesson 2.
- Ask:
 - Do you like working in groups?
 - How does teamwork help learning?

B) Presentation

1. New Vocabulary

- cooperate
- discussion
- partner
- participate
- share
- ideas
- solve
- support
- responsibility
- success

Examples

- Students cooperate during group work.
- We share ideas in class.
- My partner helps me solve problems.
- Teamwork leads to success.

2. New Structure

Expressing cooperation using Can / Should.

Examples

- We can help each other.
- Students should listen carefully.
- We can solve problems together.
- Everyone should participate in the discussion.

C) Practice

1. Controlled Practice

- Read the text silently.
- Match the vocabulary with the meanings.
- Answer comprehension questions.
- Complete the missing sentences.
- Identify examples of teamwork in the text.

2. Free Practice

Students work in groups to:

- discuss the importance of teamwork.
- share learning ideas.
- solve a simple classroom task together.
- present their ideas to the class.

D) Feedback and Consolidation

Ask students:

- Why is teamwork important?
- How can you help your classmates?
- What makes a good learning partner?
- Why should everyone participate?
- Mention three new words from the lesson.

E) Home Assignment

- Learn the new vocabulary.
- Write five sentences about working with your classmates.
- Write three sentences using can and should to describe good teamwork.



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Suggested Lesson plan

[English] Prep Stage

Title	Story Time	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 4 – The Magic Classroom (Chapter Two: The Power of Unity)				
Page(s)	34–35				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the story.
- identify the main idea and supporting details.
- infer the meanings of new vocabulary from context.
- explain the importance of unity, courage, respect, and ambition.
- express opinions about teamwork and cooperation.

2. Teaching Strategies:

Think – Pair – Share • Guided Reading • Cooperative Learning • Discussion • Storytelling

3. Resources and Materials Needed:

Student's Book • Whiteboard • Flashcards • Pictures • Marker pens

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise Lesson 3 vocabulary.
- Ask:
 - What does courage mean?
 - Why is teamwork important?
 - How can friends help each other?

B) Presentation

1. New Vocabulary

- courage
- respect
- ambition
- invisible bridge
- glowing sign
- encourage
- hesitate
- unity
- believe
- success

Examples

- Courage helps us face difficult situations.
- We should respect everyone.
- Ambition helps us achieve our goals.
- Good friends encourage each other.
- Unity makes us stronger.

2. New Structure

Expressing values using **Can / Should**.

Examples

- We should respect each other.
- We can succeed when we work together.
- Friends should encourage one another.
- We can overcome challenges with courage.

C) Practice

1. Controlled Practice

- Read the story silently.
- Read the story aloud.
- Answer comprehension questions.
- Match vocabulary with meanings.
- Identify the values mentioned in the story.
- Complete the missing sentences.

2. Free Practice

Students work in groups to:

- discuss the meaning of courage.
- explain why the children crossed the invisible bridge.
- role-play the story.
- talk about a situation where teamwork helped them.
- share ideas about respect and ambition.

D) Feedback and Consolidation

Ask students:

- What did the glowing sign say?
- Why did the bridge appear?
- How did the friends help Omar?
- Which value do you think is the most important?
- What lesson did you learn from the story?

E) Home Assignment

- Learn the new vocabulary.
- Read the story again.
- Write five sentences about the importance of unity, courage, and respect.
- Draw a picture that shows teamwork and write a short caption.



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Suggested Lesson Plan

[English] Prep Stage

Title	My Learning Plan	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 5 – My Learning Plan (Writing)				
Page(s)	36–37				

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a well-organized paragraph about their learning habits.
- use the target vocabulary in meaningful sentences.
- use the Present Simple and Present Continuous correctly.
- organize ideas into a topic sentence and supporting details.
- write an 80–100 word paragraph about their learning plan.

2. Teaching Strategies:

Guided Writing | Think – Pair – Share | Brainstorming | Cooperative Learning | Discussion

3. Resources and Materials Needed:

Student's Book | Whiteboard | Flashcards | Writing Worksheet | Marker pens

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise Lesson 4 vocabulary.
- Ask:
 - How do you improve your English?
 - What learning style helps you most?
 - How often do you practise English?

B) Presentation

1. New Vocabulary

- improve
- ideas
- practice
- try
- visual
- mistakes
- mind maps
- organize

Examples

- I try to improve my English every day.
- Mind maps help me organize my ideas.
- I practise writing every evening.
- Visual learners remember pictures easily.

2. New Structure

Writing about learning habits using the Present Simple and Present Continuous.

Examples

- I write three sentences every day.
- I usually organize my notes.
- I am practising vocabulary now.
- I can make videos to improve my English.

C) Practice

1. Controlled Practice

- Read the model paragraph.
- Complete the missing words.
- Identify the topic sentence.
- Underline the target vocabulary.
- Find examples of the Present Simple and Present Continuous.
- Answer the writing preparation questions.

2. Free Practice

Students work individually to:

- write an 80–100 word paragraph about their learning habits.
- include at least six vocabulary words.
- begin with a clear topic sentence.
- add supporting details.
- exchange paragraphs with a partner for peer review.

D) Feedback and Consolidation

Ask students:

- What is the topic of your paragraph?
- Which learning style helps you most?
- How do you improve your English?
- Why are mind maps useful?
- Which tense did you use in your paragraph?

E) Home Assignment

- Rewrite your paragraph after correcting mistakes.
- Learn the new vocabulary.
- Write another paragraph about how you can improve your English using the target vocabulary and the Present Simple / Present Continuous.



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Suggested Lesson Plan

[English] Prep Stage

Title	Team-Project Roundtable	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 6 – Team-Project Roundtable				
Page(s)	38–39				

- 1. Learning Objectives:** By the end of this lesson, students will be able to:
- participate actively in a team project.
 - work cooperatively to solve learning tasks.
 - give advice about effective learning.
 - present ideas confidently in front of the class.
 - evaluate their own learning and that of their teammates.

- 2. Teaching Strategies:**
- Cooperative Learning | Project-Based Learning | Think – Pair – Share | Brainstorming | Discussion

- 3. Resources and Materials Needed:**
- Student’s Book | Whiteboard | Poster paper | Colored markers | Flashcards | Project worksheet

- 4. Steps to Follow:**
- A) Warm up and Revision**
- Greet the students.
 - Revise Unit 2 vocabulary and grammar.
 - Ask:
 - What is the best way to learn?
 - Why is teamwork important?
 - How can you help your classmates learn?

B) Presentation

1. New Vocabulary

- project
- teamwork
- responsibility
- planner
- research
- presentation
- discussion
- creative
- evaluate
- achievement

Examples

- Our team is preparing a project.
- Everyone has a responsibility.
- We discuss our ideas together.
- Good teamwork leads to achievement.

2. New Structure

Giving advice and sharing ideas using **Should / Can**.

Examples

- We should share our ideas.
- Everyone should do his or her role.
- We can learn from each other.
- Students can solve problems together.

C) Practice

1. Controlled Practice

- Read the project instructions.
- Divide students into groups.
- Assign roles to each member.
- Review Unit 2 vocabulary.
- Answer the project questions.
- Complete the planning worksheet.

2. Free Practice

Students work in groups to:

- prepare a Learning Tips Poster.
- write useful advice for successful learning.
- present their project to the class.
- explain each member’s role.
- answer questions from classmates.

- D) Feedback and Consolidation**
- Ask students:
- Why is teamwork important?
 - What was your role in the project?
 - Which learning tip do you think is the most useful?
 - How did your group organize the work?
 - What did you learn from today’s project?

- E) Home Assignment**
- Finish the team project if needed.
 - Learn the new vocabulary.
 - Write five learning tips using **should** and **can**.
 - Prepare for the **Weekly Assessment** of Unit 2.



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Suggested Lesson Plan

[English] Prep Stage

Title	Weekly Assessment	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Session 7 – Weekly Assessment				
Page(s)	Weekly Assessment				

1. Learning Objectives: By the end of this lesson, students will be able to:

- demonstrate their understanding of Unit 2 vocabulary.
- use the Present Simple and Present Continuous correctly.
- use **can** and **should** appropriately.
- read and answer comprehension questions accurately.
- write a short paragraph about their learning habits.
- participate confidently in speaking activities.

2. Teaching Strategies:

Individual Assessment | Observation | Questioning | Discussion | Feedback

3. Resources and Materials Needed:

Weekly Assessment Worksheet | Student's Book | Whiteboard | Pens | Answer Sheet

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise Unit 2 vocabulary.
- Review the Present Simple.
- Review the Present Continuous.
- Review **can** and **should**.

Ask:

- What is your favorite learning style?
- How do you improve your English?

B) Presentation

1. Assessment Focus

- Vocabulary
- Grammar
- Reading
- Writing
- Speaking

2. Language Structure

Students answer questions using:

- Present Simple
- Present Continuous
- Can
- Should

C) Practice

1. Controlled Practice

Students complete the Weekly Assessment individually:

- Vocabulary questions.
- Grammar exercises.
- Reading comprehension.
- Writing task.

The teacher observes students and provides support when needed.

2. Free Practice

Students:

- exchange papers for peer correction.
- discuss the correct answers.
- answer speaking questions in pairs.
- read their paragraphs aloud.
- give advice about good learning habits using **can** and **should**.

D) Feedback and Consolidation

Ask students:

- Which part of the assessment was the easiest?
- Which question was the most difficult?
- Mention five new words from Unit 2.
- Give two sentences using **should**.
- How can you become a better learner?
- What did you learn from Unit 2?

E) Home Assignment

- Correct any mistakes in the Weekly Assessment.
- Revise Unit 2 vocabulary and grammar.
- Prepare for the Monthly Assessment.
- Write a short paragraph (80–100 words) about **How I Learn Best** using the target vocabulary and grammar.



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D.M.RAZK

موقع الدكتور محمد رزق معلم الكيمياء التعليمي

Suggested Lesson Plan

[English] Prep Stage

Title	An Egyptian Hero	Day	Date	Class	Period
Unit	Unit 3 – Role Models				
Lesson	Lesson 1 – An Egyptian Hero				
Page(s)	42–43				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand a biography about a famous Egyptian role model.
- identify the main idea and supporting details.
- use new vocabulary related to role models correctly.
- use the **Past Simple Tense** to talk about past events.
- describe the qualities of a good role model.

2. Teaching Strategies:

Think – Pair – Share | Guided Reading | Cooperative Learning | Discussion | Brainstorming

3. Resources and Materials Needed:

Student's Book | Whiteboard | Flashcards | Pictures | Marker pens

4. Steps to Follow:

A) Warm up and Revision

- Greet the students.
- Revise the previous unit briefly.
- Ask:
 - Who is your role model?
 - What makes a person a hero?
 - Which qualities do you admire most?

B) Presentation

1. New Vocabulary

- hero
- inspire
- brave
- kind
- determined
- caring
- achievement
- community
- scientist
- research

Examples

- Dr. Samira Moussa was a true hero.
- She inspired many young people.
- Brave people help others.
- She worked hard for her community.

2. New Structure

Talking about past events using the **Past Simple Tense**.

Examples

- Samira Moussa was born in Egypt.
- She studied physics.
- She became a famous scientist.
- She helped her community.
- She inspired many students.

C) Practice

1. Controlled Practice

- Read the biography silently.
- Read the text aloud.
- Match the vocabulary with the meanings.
- Answer the reading comprehension questions.
- Identify Past Simple verbs in the text.
- Complete the exercises in the Student's Book.

2. Free Practice

Students work in pairs to:

- discuss the qualities of a good role model.
- describe Dr. Samira Moussa.
- talk about someone they admire.
- use the Past Simple to describe past achievements.
- present their ideas to the class.

D) Feedback and Consolidation

- Who was Dr. Samira Moussa?
- Why is she considered a hero?
- What did she do for her community?
- Which quality do you admire most?
- Mention three Past Simple verbs from the lesson.

E) Home Assignment

- Learn the new vocabulary.
- Read the biography again.
- Write five sentences about Dr. Samira Moussa using the Past Simple.
- Write three sentences about your own role model.



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Suggested Lesson Plan

[English] Prep Stage

Title	Inspiring People	Day	Date	Class	Period
Unit	Unit 3 – Role Models				
Lesson	Lesson 2 – Inspiring People				
Page(s)	44–45				

1. Learning Objectives

By the end of this lesson, students will be able to:

- understand the reading text about inspiring people.
- identify the main idea and supporting details.
- use Unit 3 vocabulary correctly.
- use the **Past Simple Tense** (regular and irregular verbs) accurately.
- express opinions about role models and their achievements.

2. Teaching Strategies

Think–Pair–Share | Cooperative Learning | Discussion | Guided Reading | Brainstorming

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures | Marker pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 1 vocabulary.
- Ask:
 - Who is your role model?
 - Why do you admire this person?
 - What achievements did he/she make?

B) Presentation

1. New Vocabulary

- geographer
- combined
- awards
- powerful
- honesty
- achievement
- inspire
- determined
- community
- courage

Examples

- Huda Shaarawi inspired many people.
- She received many awards.
- Honesty is an important value.
- Courage helps people achieve success.

2. New Structure

Past Simple (Regular & Irregular Verbs)

Examples

- She worked hard.
- She visited many places.
- He became famous.
- They won many awards.
- She inspired millions of people.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the text aloud.
- answer comprehension questions.
- complete vocabulary exercises.
- identify Past Simple verbs.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- describe an inspiring person.
- discuss important qualities of successful people.
- use the Past Simple in short conversations.
- present a short talk about a famous Egyptian role model.

D) Feedback and Consolidation

- Who is the main person in the lesson?
- What achievements did he/she make?
- Why is honesty important?
- Mention five new vocabulary words.
- Give three sentences using the Past Simple.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write eight sentences about a famous role model using the Past Simple.
- Prepare Lesson 3.



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Suggested Lesson Plan

[English] Prep Stage

Title	A Role Model's Story	Day	Date	Class	Period
Unit	Unit 3 – Role Models				
Lesson	Lesson 3 – A Role Model's Story				
Page(s)	46–47				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about a role model.
- identify the main idea and supporting details.
- use the target vocabulary correctly.
- use the **Past Simple Tense** (regular and irregular verbs) accurately.
- express opinions about positive role models.

2. Teaching Strategies

Think–Pair–Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures | Marker pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 2 vocabulary.
- Ask:
 - Who inspires you?
 - What makes a person a good role model?
 - How can we help our community?

B) Presentation

1. New Vocabulary

- inspire
- achievement
- honesty
- courage
- responsibility
- respect
- leader
- success
- challenge
- confidence

Examples

- Good leaders inspire others.
- Honesty is an important value.
- Courage helps people overcome challenges.
- Success comes through hard work.

2. New Structure

Past Simple Tense

Examples

- He helped his community.
- She inspired many students.
- They worked together.
- He became a successful leader.
- She won many awards.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the passage aloud.
- answer comprehension questions.
- match vocabulary with meanings.
- identify regular and irregular Past Simple verbs.
- complete the Student's Book activities.

2. Free Practice

Students work in pairs to:

- discuss the qualities of a successful leader.
- describe a famous Egyptian role model.
- talk about achievements using the Past Simple.
- present a short biography to the class.

D) Feedback and Consolidation

- What is the main idea of the lesson?
- Which qualities make a good role model?
- Mention five new vocabulary words.
- Give three sentences using the Past Simple.
- How can you inspire others?

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 10 sentences about a role model you admire using the Past Simple Tense.
- Prepare Lesson 4.



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Suggested Lesson Plan

[English] Prep Stage

Title	Story Time	Day	Date	Class	Period
Unit	Unit 3 – Role Models				
Lesson	Lesson 4 – Story Time				
Page(s)	48–49				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the story fluently.
- identify the characters, setting, and events.
- sequence the events of the story correctly.
- use the target vocabulary in context.
- express opinions about the characters and the lesson learned from the story.

2. Teaching Strategies

Storytelling | Think–Pair–Share | Cooperative Learning | Guided Reading | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Story Cards | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 3 vocabulary.
- Ask:
 - Who is your favorite role model?
 - What good qualities does he/she have?
 - Why should we help others?

B) Presentation

1. New Vocabulary

- character
- event
- kindness
- honesty
- respect
- courage
- responsibility
- teamwork
- success
- dream

Examples

- The main character helped his friends.
- Kindness makes people happy.
- Teamwork leads to success.
- Everyone should respect others.

2. Language Focus

Using the **Past Simple** to talk about story events.

Examples

- The boy helped an old man.
- They worked together.
- She thanked her friend.
- Everyone felt happy.
- They learned an important lesson.

C) Practice

1. Controlled Practice

Students:

- read the story silently.
- listen to the teacher reading the story.
- read the story aloud.
- answer comprehension questions.
- arrange the story events in order.
- complete the Student's Book activities.

2. Free Practice

Students work in pairs to:

- retell the story in their own words.
- describe the main character.
- discuss the moral of the story.
- act out one scene from the story.
- share what they learned from the story.

D) Feedback and Consolidation

- Who are the main characters?
- What happened first?
- What happened at the end?
- What is the moral of the story?
- Mention five new vocabulary words.

E) Home Assignment

- Learn the new vocabulary.
- Read the story again.
- Write a short summary of the story (8–10 sentences).
- Prepare Lesson 5.



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Suggested Lesson Plan

[English] Prep Stage

Title	Writing a Biography	Day	Date	Class	Period
Unit	Unit 3 – Role Models				
Lesson	Lesson 5 – Writing				
Page(s)	50–51				

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a short biography about a role model.
- use Unit 3 vocabulary appropriately.
- organize ideas in the correct order.
- revise and edit their own writing.
- use the Past Simple Tense correctly in writing.

2. Teaching Strategies

Guided Writing | Think–Pair–Share | Brainstorming | Peer Assessment | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Writing Worksheet | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 4 vocabulary.
- Ask:
 - Who is your role model?
 - Why do you admire him/her?
 - What achievements did he/she make?

B) Presentation

1. Writing Focus

Writing a Biography

A good biography should include:

- Name
- Date and place of birth
- Education
- Achievements
- Why the person is a role model

2. Language Focus

Using the Past Simple Tense.

Examples

- She was born in Egypt.
- She studied science.
- She worked hard.
- She won many awards.
- She inspired many young people.

C) Practice

1. Controlled Practice

Students:

- read the writing model.
- identify the parts of the biography.
- complete guided writing activities.
- arrange sentences in the correct order.
- complete the exercises in the Student's Book.

2. Free Practice

Students work individually to:

- write a biography (80–100 words) about a role model.
- exchange notebooks with a partner.
- check grammar, spelling, and punctuation.
- read their biographies to the class.

D) Feedback and Consolidation

- What information should every biography include?
- Why is your role model important?
- Which tense did we use today?
- What did you learn from this lesson?
- Mention five vocabulary words from Unit 3.

E) Home Assignment

- Learn the new vocabulary.
- Rewrite your biography after correcting mistakes.
- Write 10 sentences about another famous Egyptian role model using the Past Simple Tense.
- Prepare Lesson 6 – Team-Project Roundtable.



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Suggested Lesson Plan

[English] Prep Stage

Title	Team-Project Roundtable	Day	Date	Class	Period
Unit	Unit 3 – Role Models				
Lesson	Lesson 6 – Team-Project Roundtable				
Page(s)	52				

1. Learning Objectives: By the end of this lesson, students will be able to:

- review the main ideas and vocabulary of Unit 3.
- discuss role models confidently.
- work cooperatively in groups.
- create a poster about a role model.
- present ideas clearly and respectfully.

2. Teaching Strategies

Cooperative Learning | Circle Sharing | Group Discussion | Project-Based Learning | Think-Pair-Share

3. Resources and Materials Needed

Student's Book | Whiteboard | A3 Paper | Markers and Colored Pens | Pictures (drawn or printed)
Glue and Scissors

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 3 vocabulary.
- Review the Past Simple Tense.
- Ask:
 - Who is your role model?
 - What qualities make a good role model?
 - How can role models inspire us?

B) Presentation

1. Activity 1 – Circle Sharing

Students sit in groups and review everything they learned in Unit 3 by sharing important vocabulary, grammar points, and interesting ideas.

2. Activity 2 – Group Discussion

Students discuss:

- Who is your role model? Why did you choose this person? What makes them special to you?
- What is the most important lesson you learned from your role model that can help you in your life?

C) Practice

1. Controlled Practice

Students work in groups to create **My Role Model Poster**.

The poster should include:

- the role model's name.
- a picture (drawn or printed).
- 3–5 facts about the person's life and achievements.
- 3–4 strengths or good qualities.
- one sentence explaining how this person inspires them and influences their future.

2. Free Practice

Each group:

- presents its poster.
- explains why they chose this role model.
- answers classmates' questions.
- listens respectfully to other presentations.
- gives positive feedback.

D) Feedback and Consolidation

- Who was your group's role model?
- What achievements made this person famous?
- Which qualities do you admire most?
- What lesson did you learn from this role model?
- How can you become a positive role model for others?

E) Home Assignment

- Improve your poster using your teacher's feedback.
- Write a paragraph (80–100 words) about your role model using the Past Simple Tense.
- Revise all Unit 3 vocabulary and grammar in preparation for Session 7 – Weekly Assessment.



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Suggested Lesson Plan

[English] Prep Stage

Title	Weekly Assessment	Day	Date	Class	Period
Unit	Unit 3 – Role Models				
Lesson	Session 7 – Weekly Assessment				
Page(s)	Weekly Assessment				

1. Learning Objectives: By the end of this lesson, students will be able to:

- demonstrate their understanding of Unit 3 vocabulary.
- use the **Past Simple Tense** correctly.
- answer reading comprehension questions accurately.
- write a short biography about a role model.
- express ideas confidently during speaking activities.

2. Teaching Strategies

Individual Assessment | Observation | Questioning | Discussion | Feedback

3. Resources and Materials Needed

Weekly Assessment Worksheet | Student's Book | Whiteboard | Pens | Answer Sheet

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 3 vocabulary.
- Review the Past Simple Tense.
- Review the writing format of a biography.
- Ask:
 - Who is your role model?
 - Why do you admire this person?
 - What achievements did he/she make?

B) Presentation

1. Assessment Focus

- Vocabulary
- Grammar
- Reading
- Writing
- Speaking

2. Language Structure

Students answer questions using:

- Past Simple (Regular & Irregular Verbs)
- Unit 3 Vocabulary
- Biography Writing Skills

C) Practice

1. Controlled Practice

Students complete the Weekly Assessment individually.

The assessment includes:

- Vocabulary questions.
- Grammar exercises.
- Reading comprehension.
- Biography writing task.

The teacher observes students and provides support when needed.

2. Free Practice

Students:

- exchange papers for peer correction.
- discuss the correct answers.
- answer speaking questions in pairs.
- read their biographies aloud.
- give positive feedback to classmates.

D) Feedback and Consolidation

- Which part of the assessment was the easiest?
- Which question was the most difficult?
- Mention five new words from Unit 3.
- Give two sentences using the Past Simple.
- What qualities make a good role model?
- What did you learn from Unit 3?

E) Home Assignment

- Correct any mistakes in the Weekly Assessment.
- Revise all Unit 3 vocabulary and grammar.
- Review your biography writing.
- Prepare for the Monthly Assessment.



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Suggested Lesson Plan

[English] Prep Stage

Title	Making Smart Choices	Day	Date	Class	Period
Unit	Unit 4 – Smart Choices				
Lesson	Lesson 1 – Making Smart Choices				
Page(s)	59–61				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about making smart choices.
- identify the main idea and supporting details.
- use Unit 4 vocabulary correctly.
- use the First Conditional accurately.
- give advice using **should** / **shouldn't**.

2. Teaching Strategies

Think–Pair–Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Review 1 briefly.
- Ask:
 - What is a smart choice?
 - Why should we think before making a decision?
 - Have you ever made a difficult decision?

B) Presentation

1. New Vocabulary

- decision
- fair
- proud
- improve
- promise
- choice
- responsible
- careless
- risk
- influence
- impact
- outcome

Examples

- I made the right decision.
- You should be responsible.
- Every choice has an impact.
- A wise decision can improve your life.

2. New Structure

First Conditional

Examples

- If you study hard, you will get good grades.
- If you think carefully, you will make better choices.
- If you are responsible, people will trust you.

Giving Advice

- You should think before acting.
- You shouldn't make careless decisions.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the text aloud.
- answer comprehension questions.
- match vocabulary with meanings.
- complete First Conditional exercises.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- discuss good and bad choices.
- give advice using **should** / **shouldn't**.
- make sentences using the First Conditional.
- role-play situations about making smart decisions.

D) Feedback and Consolidation

- What is a smart choice?
- Why is it important to think before making a decision?
- Mention five new vocabulary words.
- Give two sentences using the First Conditional.
- Give two pieces of advice using **should**.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences about smart choices using the First Conditional.
- Write 5 pieces of advice using **should** / **shouldn't**.
- Prepare Lesson 2.



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Suggested Lesson Plan

[English] Prep Stage

Title	Thinking Before Acting	Day	Date	Class	Period
Unit	Unit 4 – Smart Choices				
Lesson	Lesson 2 – Thinking Before Acting				
Page(s)	62–64				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about smart decisions and their consequences.
- identify the main idea and supporting details.
- use Unit 4 vocabulary correctly.
- use the First Conditional accurately.
- give advice using **should** / **shouldn't** in different situations.

2. Teaching Strategies

Think–Pair–Share | Guided Reading | Cooperative Learning | Discussion | Brainstorming

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 1 vocabulary.
- Ask:
 - Have you ever made a difficult decision?
 - What happens if we make the wrong choice?
 - Who helps you make good decisions?

B) Presentation

1. New Vocabulary

- consequence
- option
- benefit
- goal
- future
- advice
- decision
- responsible
- choice
- risk

Examples

- Every decision has consequences.
- We should think about all our options.
- Good choices help us reach our goals.
- Responsible people think before they act.

2. New Structure

First Conditional

Examples

- If you finish your homework first, you will get better grades.
- If you think carefully, you will make smart choices.
- If you listen to advice, you will avoid problems.

Giving Advice

- You should think before making a decision.
- You shouldn't ignore good advice.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the text aloud.
- answer reading comprehension questions.
- match vocabulary with meanings.
- complete the First Conditional exercises.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- discuss smart and poor choices.
- explain the consequences of different decisions.
- give advice using **should** / **shouldn't**.
- make sentences using the First Conditional.
- role-play situations about making responsible decisions.

D) Feedback and Consolidation

- Why are smart choices important?
- What happens if we think before acting?
- Mention five new vocabulary words.
- Give two sentences using the First Conditional.
- Give two pieces of advice using **should**.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences using the First Conditional.
- Write a short paragraph about a smart choice you made.
- Prepare Lesson 3.



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Suggested Lesson Plan

[English] Prep Stage

Title	Choosing the Best Option	Day	Date	Class	Period
Unit	Unit 4 – Smart Choices				
Lesson	Lesson 3 – Choosing the Best Option				
Page(s)	65–67				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about making responsible decisions.
- identify the main idea and supporting details.
- use the new vocabulary in meaningful contexts.
- use the First Conditional correctly.
- express advice using **should** / **shouldn't** in everyday situations.

2. Teaching Strategies

Think–Pair–Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 2 vocabulary.
- Ask:
 - How do you make good decisions?
 - What should you do before making an important choice?
 - Why should we think about the consequences?

B) Presentation

1. New Vocabulary

- consequence
- influence
- positive
- negative
- wise
- careless
- option
- impact
- responsible
- problem-solving

Examples

- Every choice has a consequence.
- Positive decisions improve our lives.
- Wise people think before they act.
- Good problem-solving helps us make better choices.

2. New Structure

First Conditional

Examples

- If you make wise choices, you will succeed.
- If you listen carefully, you will avoid mistakes.
- If you help others, they will respect you.

Giving Advice

- You should think before choosing.
- You shouldn't act carelessly.
- You should ask for advice when necessary.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the text aloud.
- answer comprehension questions.
- complete vocabulary exercises.
- identify First Conditional sentences.
- complete the Student's Book activities.

2. Free Practice

Students work in pairs to:

- discuss different everyday situations.
- choose the best solution for each situation.
- give advice using **should** / **shouldn't**.
- make sentences using the First Conditional.
- present their answers to the class.

D) Feedback and Consolidation

- Why is it important to think before making a choice?
- What is the difference between a positive and a negative decision?
- Mention five new vocabulary words.
- Give two sentences using the First Conditional.
- Give two examples using **should** / **shouldn't**.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences using the First Conditional.
- Write a paragraph (80–100 words) describing a wise decision you made and its positive result.
- Prepare Lesson 4.



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Suggested Lesson Plan

[English] Prep Stage

Title	Story Time	Day	Date	Class	Period
Unit	Unit 4 – Smart Choices				
Lesson	Lesson 4 – Story Time				
Page(s)	68–69				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the story fluently.
- identify the characters, setting, and sequence of events.
- infer the moral of the story.
- use the target vocabulary in context.
- retell the story using the Past Simple and First Conditional where appropriate.

2. Teaching Strategies

Storytelling | Think–Pair–Share | Guided Reading | Cooperative Learning | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Story Cards | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 3 vocabulary.
- Ask:
 - What is the best decision you made this week?
 - Why is it important to think before acting?
 - What can we learn from stories?

B) Presentation

1. New Vocabulary

- lesson
- mistake
- decision
- trust
- honesty
- responsibility
- success
- challenge
- friendship
- respect

Examples

- Every mistake teaches us a lesson.
- Honesty builds trust.
- Good friends respect each other.
- Responsible people make wise decisions.

2. Language Focus

Using the Past Simple to describe story events and the First Conditional to talk about possible results.

Examples

- The boy made a smart decision.
- His friends trusted him.
- If you tell the truth, people will respect you.
- If we think carefully, we will avoid mistakes.

C) Practice

1. Controlled Practice

Students:

- read the story silently.
- listen to the teacher reading the story.
- read the story aloud.
- answer comprehension questions.
- arrange the story events in order.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- retell the story in their own words.
- describe the main character.
- discuss the lesson learned from the story.
- role-play one scene from the story.
- explain how the story relates to real life.

D) Feedback and Consolidation

- Who were the main characters?
- What was the best decision in the story?
- What lesson did the characters learn?
- Mention five new vocabulary words.
- Give one First Conditional sentence related to the story.

E) Home Assignment

- Learn the new vocabulary.
- Read the story again.
- Write a summary of the story (8–10 sentences).
- Write three First Conditional sentences based on the story.
- Prepare Lesson 5 – Writing.



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Suggested Lesson Plan

[English] Prep Stage

Title	Writing	Day	Date	Class	Period
Unit	Unit 4 – Smart Choices				
Lesson	Lesson 5 – Writing				
Page(s)	70–71				

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a well-organized paragraph about making smart choices.
- organize ideas using suitable linking words.
- use the First Conditional correctly in writing.
- give advice using **should** / **shouldn't**.
- revise and edit their own writing.

2. Teaching Strategies

Guided Writing | Think-Pair-Share | Brainstorming | Peer Assessment | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Writing Worksheet | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 4 vocabulary.
- Ask:
 - What is a smart choice?
 - Why is it important to think before making a decision?
 - What advice would you give to your friends?

B) Presentation

1. Writing Focus

Writing a Paragraph about Smart Choices

A good paragraph should include:

- Topic sentence.
- Supporting ideas.
- Examples.
- Advice.
- Concluding sentence.

2. Language Focus

Using the First Conditional and **should** / **shouldn't**.

Examples

- If you think carefully, you will make better decisions.
- If you study regularly, you will succeed.
- You should listen to your parents.
- You shouldn't make careless choices.

C) Practice

1. Controlled Practice

Students:

- read the writing model.
- identify the paragraph parts.
- complete guided writing activities.
- arrange sentences in the correct order.
- complete the Student's Book writing exercises.

2. Free Practice

Students work individually to:

- write a paragraph (80–100 words) about Smart Choices.
- exchange notebooks with a partner.
- check grammar, spelling, punctuation, and organization.
- read their paragraphs aloud.

D) Feedback and Consolidation

- What should every good paragraph include?
- Which grammar rule did we use today?
- Mention five vocabulary words from Unit 4.
- Give two sentences using the First Conditional.
- Give two pieces of advice using **should**.

E) Home Assignment

- Learn the new vocabulary.
- Rewrite your paragraph after correcting mistakes.
- Write another paragraph about A Smart Decision That Changed My Life using the First Conditional.
- Prepare Lesson 6 – Team-Project Roundtable.



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Suggested Lesson Plan

[English] Prep Stage

Title	Team-Project Roundtable	Day	Date	Class	Period
Unit	Unit 4 – Smart Choices				
Lesson	Lesson 6 – Team-Project Roundtable				
Page(s)	72				

1. Learning Objectives: By the end of this lesson, students will be able to:

- review the main ideas and vocabulary of Unit 4.
- create a poster about making smart decisions.
- discuss smart choices confidently.
- present ideas clearly and respectfully.
- work cooperatively in groups.

2. Teaching Strategies

Cooperative Learning | Circle Sharing | Group Discussion | Project-Based Learning | Think-Pair-Share

3. Resources and Materials Needed

Student's Book | Whiteboard | A3 Paper | Markers & Colored Pens | Pictures | Glue & Scissors

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 4 vocabulary.
- Review the First Conditional.
- Review **should** / **shouldn't**.
- Ask:
 - What is a smart choice?
 - Why should we think before acting?
 - How can good decisions change our future?

B) Presentation

1. Activity 1 – Circle Sharing

Students sit in groups and review everything they learned in Unit 4 by sharing important vocabulary, grammar points, and useful advice about making smart choices.

2. Activity 2 – Group Discussion

Students discuss:

- What is the smartest decision you have ever made?
- What advice would you give to a friend who has to make an important decision?
- How can smart choices help us succeed in life?

C) Practice

1. Controlled Practice

Students work in groups to create **Smart Choices Poster**.

The poster should include:

- a suitable title.
- 5 smart choices students should make.
- 5 pieces of advice using **should** / **shouldn't**.
- 3 First Conditional sentences.
- drawings or pictures that support their ideas.

2. Free Practice

Each group:

- presents its poster.
- explains the importance of smart choices.
- reads the First Conditional sentences aloud.
- answers classmates' questions.
- gives positive feedback to other groups.

D) Feedback and Consolidation

- What was the best idea in your poster?
- Give one piece of advice using **should**.
- Why are smart choices important?
- How can smart choices improve your future?
- Give one sentence using the First Conditional.

E) Home Assignment

- Improve your poster using your teacher's feedback.
- Revise all Unit 4 vocabulary and grammar in preparation for Session 7 – Weekly Assessment.
- Write a paragraph (80–100 words) about Making Smart Choices using the First Conditional and **should** / **shouldn't**.



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Suggested Lesson Plan

[English] Prep Stage

Title	Weekly Assessment	Day	Date	Class	Period
Unit	Unit 4 – Smart Choices				
Lesson	Session 7 – Weekly Assessment				
Page(s)	Weekly Assessment				

1. Learning Objectives: By the end of this lesson, students will be able to:

- demonstrate their understanding of Unit 4 vocabulary.
- use the First Conditional correctly.
- use **should** / **shouldn't** appropriately.
- answer reading comprehension questions accurately.
- write a well-organized paragraph about making smart choices.
- participate confidently in speaking activities.

2. Teaching Strategies

Individual Assessment | Observation | Questioning | Discussion | Feedback

3. Resources and Materials Needed

Weekly Assessment Worksheet | Student's Book | Whiteboard | Pens | Answer Sheet

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 4 vocabulary.
- Review the First Conditional.
- Review **should** / **shouldn't**.
- Ask:
 - What is a smart choice?
 - Why should we think before making a decision?
 - How can good decisions improve our future?

B) Presentation

1. Assessment Focus

- Vocabulary
- Grammar
- Reading
- Writing
- Speaking

2. Language Structure

Students answer questions using:

- First Conditional
- **should** / **shouldn't**
- Unit 4 Vocabulary
- Paragraph Writing Skills

C) Practice

1. Controlled Practice

Students complete the Weekly Assessment individually.

The assessment includes:

- Vocabulary questions.
- Grammar exercises.
- Reading comprehension.
- Writing task.

The teacher observes students and provides support when needed.

2. Free Practice

Students:

- exchange papers for peer correction.
- discuss the correct answers.
- answer speaking questions in pairs.
- read their paragraphs aloud.
- give positive feedback to classmates.

D) Feedback and Consolidation

- Which part of the assessment was the easiest?
- Which question was the most difficult?
- Mention five new vocabulary words from Unit 4.
- Give two First Conditional sentences.
- Give two pieces of advice using **should**.
- What did you learn from Unit 4?

E) Home Assignment

- Correct any mistakes in the Weekly Assessment.
- Revise all Unit 4 vocabulary and grammar.
- Review your writing paragraph.
- Prepare for the Monthly Assessment.



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Suggested Lesson Plan

[English] Prep Stage

Title	Future Dreams	Day	Date	Class	Period
Unit	Unit 5 – Future Dreams				
Lesson	Lesson 1 – Future Dreams				
Page(s)	73–75				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about future dreams and careers.
- identify the main idea and supporting details.
- use Unit 5 vocabulary correctly.
- use **going to** to talk about future plans.
- talk confidently about their dream job and future ambitions.

2. Teaching Strategies

Think–Pair–Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures of different professions | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Review 1 briefly.
- Ask:
 - What do you want to be in the future?
 - Why do you like this job?
 - What skills do you need to achieve your dream?

B) Presentation

1. New Vocabulary

- ambition
- develop
- opportunities
- plan
- path
- passion
- skill
- profession
- explore
- dream
- goal
- talent

Examples

- My dream is to become a doctor.
- We should develop our skills.
- Education opens many opportunities.
- Everyone has a unique talent.

2. New Structure

Going to (Future Plans)

Examples

- I am **going to** study hard.
- She is **going to** become a teacher.
- We are **going to** improve our English.
- They are **going to** follow their dreams.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the text aloud.
- answer reading comprehension questions.
- match vocabulary with meanings.
- complete **going to** exercises.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- talk about their dream jobs.
- explain why they chose these careers.
- describe their future plans using **going to**.
- ask and answer questions about future ambitions.
- present their ideas to the class.

D) Feedback and Consolidation

- What is your dream job?
- Why is planning for the future important?
- Mention five new vocabulary words.
- Give two sentences using **going to**.
- What skills do you need to achieve your goals?

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences about your future plans using **going to**.
- Write a short paragraph about My Dream Job.
- Prepare Lesson 2.



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Suggested Lesson Plan

[English] Prep Stage

Title	Planning for Success	Day	Date	Class	Period
Unit	Unit 5 – Future Dreams				
Lesson	Lesson 2 – Planning for Success				
Page(s)	76–78				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about planning for the future.
- identify the main idea and supporting details.
- use Unit 5 vocabulary correctly.
- use **going to** to talk about future intentions and plans.
- discuss future goals confidently using the target language.

2. Teaching Strategies

Think-Pair-Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures of different careers | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 1 vocabulary.
- Ask:
 - What is your dream job?
 - How are you going to achieve your goals?
 - Why is planning important for success?

B) Presentation

1. New Vocabulary

- future
- career
- achieve
- succeed
- effort
- experience
- confidence
- education
- opportunity
- responsibility

Examples

- Education helps us achieve our goals.
- Hard work leads to success.
- Confidence helps us face challenges.
- Experience makes us stronger.

2. New Structure

Going to (Future Intentions)

Examples

- I am **going to** study medicine.
- She is **going to** improve her English.
- We are **going to** work hard this year.
- They are **going to** achieve their dreams.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the passage aloud.
- answer comprehension questions.
- match vocabulary with meanings.
- complete **going to** exercises.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- discuss their future careers.
- explain how they are going to achieve their dreams.
- ask and answer questions about future plans.
- make short dialogues using **going to**.
- present their ideas to the class.

D) Feedback and Consolidation

- What are you going to do after school today?
- How can education help you succeed?
- Mention five new vocabulary words.
- Give two sentences using **going to**.
- Why is planning important?

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences using **going to** about your future plans.
- Write a paragraph (80–100 words) about *How I Am Going to Achieve My Dream*.
- Prepare Lesson 3.



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Suggested Lesson Plan

[English] Prep Stage

Title	Achieving My Goals	Day	Date	Class	Period
Unit	Unit 5 – Future Dreams				
Lesson	Lesson 3 – Achieving My Goals				
Page(s)	79–81				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about achieving future goals.
- identify the main idea and supporting details.
- use Unit 5 vocabulary correctly.
- use **going to** accurately to express future plans.
- talk confidently about the steps needed to achieve their dreams.

2. Teaching Strategies

Think-Pair-Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures of different careers | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 2 vocabulary.
- Ask:
 - What are your future goals?
 - How are you going to achieve them?
 - What skills do you need to succeed?

B) Presentation

1. New Vocabulary

- target
- determination
- practice
- improve
- effort
- success
- challenge
- confidence
- progress
- future

Examples

- Determination helps us achieve success.
- Practice improves our skills.
- We should never give up on our goals.
- Every step brings us closer to our future.

2. New Structure

Going to (Future Plans)

Examples

- I am **going to** improve my English every day.
- She is **going to** study engineering.
- We are **going to** achieve our goals together.
- They are **going to** work hard for success.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the passage aloud.
- answer comprehension questions.
- complete vocabulary exercises.
- identify **going to** sentences.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- discuss their future ambitions.
- explain the steps they are going to take to achieve their dreams.
- ask and answer questions using **going to**.
- prepare and present a short talk about their future plans.

D) Feedback and Consolidation

- What is your biggest future goal?
- How are you going to achieve it?
- Mention five new vocabulary words.
- Give two sentences using **going to**.
- Why are determination and practice important?

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences using **going to** about your future plans.
- Write a paragraph (80–100 words) about **My Future Goals**.
- Prepare Lesson 4 – Story Time.



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Suggested Lesson Plan

[English] Prep Stage

Title	Story Time	Day	Date	Class	Period
Unit	Unit 5 – Future Dreams				
Lesson	Lesson 4 – Story Time				
Page(s)	82–83				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the story fluently.
- identify the characters, setting, and sequence of events.
- infer the moral of the story.
- use the target vocabulary in context.
- retell the story using **going to** and suitable past events.

2. Teaching Strategies

Storytelling | Think–Pair–Share | Guided Reading | Cooperative Learning | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Story Cards | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 3 vocabulary.
- Ask:
 - What is your dream for the future?
 - How are you **going to** achieve it?
 - Why is planning important?

B) Presentation

1. New Vocabulary

- adventure
- journey
- confidence
- challenge
- future
- courage
- opportunity
- success
- decision
- hope

Examples

- Every journey begins with one step.
- Courage helps us face challenges.
- Opportunities come to those who work hard.
- We should never lose hope.

2. Language Focus – Going to

Examples

- I am **going to** follow my dream.
- She is **going to** work hard for success.
- They are **going to** help each other.
- We are **going to** achieve our goals together.

C) Practice

1. Controlled Practice

Students:

- read the story silently.
- listen to the teacher reading the story.
- read the story aloud.
- answer comprehension questions.
- arrange the story events in order.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- retell the story in their own words.
- describe the main characters.
- discuss the lesson learned from the story.
- role-play one scene from the story.
- explain how the story relates to their future dreams.

D) Feedback and Consolidation

- Who were the main characters?
- What happened first?
- What lesson did the story teach us?
- Mention five new vocabulary words.
- Give two sentences using **going to**.

E) Home Assignment

- Learn the new vocabulary.
- Read the story again.
- Write a summary of the story (8–10 sentences).
- Write five sentences about your future plans using **going to**.
- Prepare Lesson 5 – Writing.



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Suggested Lesson Plan

[English] Prep Stage

Title	Writing	Day	Date	Class	Period
Unit	Unit 5 – Future Dreams				
Lesson	Lesson 5 – Writing				
Page(s)	84–85				

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a well-organized paragraph about future dreams and ambitions.
- use Unit 5 vocabulary appropriately.
- organize ideas using suitable linking words.
- revise and edit their own writing.
- use **going to** correctly in writing.

2. Teaching Strategies

Guided Writing | Think-Pair-Share | Brainstorming | Peer Assessment | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Writing Worksheet | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 4 vocabulary.
- Ask:
 - What is your dream job?
 - Why do you want this career?
 - How are you going to achieve your dream?

B) Presentation

1. Writing Focus

Writing a Paragraph about Future Dreams

A good paragraph should include:

- Topic sentence.
- Future dream or career.
- Steps to achieve the goal.
- Supporting ideas.
- Concluding sentence.

2. Language Focus

Using **going to** to express future plans.

Examples

- I am **going to** study hard.
- I am **going to** become an engineer.
- I am **going to** improve my English every day.
- I am **going to** achieve my goals through hard work.

C) Practice

1. Controlled Practice

Students:

- read the writing model.
- identify the parts of the paragraph.
- complete guided writing activities.
- arrange sentences in the correct order.
- complete the writing exercises in the Student's Book.

2. Free Practice

Students work individually to:

- write a paragraph (80–100 words) about My Future Dream.
- exchange notebooks with a partner.
- check grammar, spelling, punctuation, and organization.
- read their paragraphs aloud.

D) Feedback and Consolidation

- What should every good paragraph include?
- Give two sentences using **going to**.
- Which grammar structure did we use today?
- Why is planning important for achieving your dreams?
- Mention five new vocabulary words from Unit 5.

E) Home Assignment

- Learn the new vocabulary.
- Write another paragraph about *How I Am Going to Achieve My Dream* using **going to**.
- Rewrite your paragraph after correcting mistakes.
- Prepare Lesson 6 – Team-Project Roundtable.



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Suggested Lesson Plan

[English] Prep Stage

Title	Team-Project Roundtable	Day	Date	Class	Period
Unit	Unit 5 – Future Dreams				
Lesson	Lesson 6 – Team-Project Roundtable				
Page(s)	86				

1. Learning Objectives: By the end of this lesson, students will be able to:

- review the main ideas and vocabulary of Unit 5.
- discuss future dreams and ambitions confidently.
- work cooperatively in groups.
- create a project about future careers.
- present ideas clearly using **going to**.

2. Teaching Strategies

Cooperative Learning | Circle Sharing | Group Discussion | Project-Based Learning | Think-Pair-Share

3. Resources and Materials Needed

Student's Book | Whiteboard | A3 Paper | Markers | Glue and Scissors | Pictures of different careers

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 5 vocabulary.
- Review the structure **going to**.
- Ask:
 - What is your dream job?
 - Why do you want this career?
 - How are you going to achieve your goals?

B) Presentation

1. Activity 1 – Circle Sharing

Students sit in groups and review the important vocabulary, grammar, and ideas they learned in Unit 5. They discuss different careers, future dreams, and the importance of planning for success.

2. Activity 2 – Group Discussion

Students discuss:

- What is your dream job?
- Why did you choose this career?
- What skills do you need for this job?
- How are you going to achieve your dream?
- How can education help you succeed?

C) Practice

1. Controlled Practice

Students work in groups to create a **My Future Dream Poster**.

The poster should include:

- a suitable title.
- the name of the future career.
- reasons for choosing this career.
- 3–5 future plans using **going to**.
- pictures or drawings related to the career.

2. Free Practice

Each group:

- presents its poster.
- explains its future plans.
- answers classmates' questions.
- gives positive feedback to other groups.
- uses **going to** correctly while speaking.

D) Feedback and Consolidation

- What is your dream career?
- Why is planning important?
- Mention five vocabulary words from Unit 5.
- Give two sentences using **going to**.
- What skills will help you achieve your future goals?

E) Home Assignment

- Improve your poster using your teacher's feedback.
- Write a paragraph (80–100 words) about **My Future Career** using **going to**.
- Revise all Unit 5 vocabulary and grammar in preparation for **Session 7 – Weekly Assessment**.



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Suggested Lesson Plan

[English] Prep Stage

Title	Weekly Assessment	Day	Date	Class	Period
Unit	Unit 5 – Future Dreams				
Lesson	Session 7 – Weekly Assessment				
Page(s)	Weekly Assessment				

1. Learning Objectives: By the end of this lesson, students will be able to:

- demonstrate their understanding of Unit 5 vocabulary.
- use **going to** correctly to express future plans.
- answer reading comprehension questions accurately.
- write a well-organized paragraph about future dreams.
- participate confidently in speaking activities.

2. Teaching Strategies

Individual Assessment | Observation | Questioning | Discussion | Feedback

3. Resources and Materials Needed

Weekly Assessment Worksheet | Student's Book | Whiteboard | Pens | Answer Sheet

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 5 vocabulary.
- Review the structure **going to**.
- Review paragraph writing.
- Ask:
 - What is your dream job?
 - How are you **going to** achieve your dream?
 - Why is planning important for success?

B) Presentation

1. Assessment Focus

- Vocabulary
- Grammar
- Reading
- Writing
- Speaking

2. Language Structure

Students answer questions using:

- **Going to**
- Unit 5 Vocabulary
- Reading Skills
- Paragraph Writing Skills

C) Practice

1. Controlled Practice

Students complete the Weekly Assessment individually.

The assessment includes:

- Vocabulary questions.
- Grammar exercises.
- Reading comprehension.
- Writing task.

The teacher observes students and provides support when needed.

2. Free Practice

Students:

- exchange papers for peer correction.
- discuss the correct answers.
- answer speaking questions in pairs.
- read their paragraphs aloud.
- give positive feedback to classmates.

D) Feedback and Consolidation

- Which part of the assessment was the easiest?
- Which question was the most difficult?
- Mention five new vocabulary words from Unit 5.
- Give two sentences using **going to**.
- What is your future dream?
- What did you learn from Unit 5?

E) Home Assignment

- Correct any mistakes in the Weekly Assessment.
- Revise all Unit 5 vocabulary and grammar.
- Review your writing paragraph.
- Prepare for the Monthly Assessment.



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Suggested Lesson Plan

[English] Prep Stage

Title	Healthy Living	Day	Date	Class	Period
Unit	Unit 6 - Healthy Living				
Lesson	Lesson 1 - Healthy Living				
Page(s)	87-89				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about healthy living.
- identify the main idea and supporting details.
- use Unit 6 vocabulary correctly.
- use **must** / **mustn't** to express obligation and prohibition.
- discuss healthy habits confidently.

2. Teaching Strategies

Think-Pair-Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Pictures of healthy habits | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise the previous unit briefly.
- Ask:
 - What do you do to stay healthy?
 - Why is exercise important?
 - How often do you eat healthy food?

B) Presentation

1. New Vocabulary

- healthy
- exercise
- balanced diet
- fitness
- energy
- vegetables
- fruit
- water
- habit
- lifestyle

Examples

- We should eat a balanced diet.
- Exercise keeps our bodies healthy.
- Drinking water gives us energy.
- Healthy habits improve our lifestyle.

2. New Structure

Must / Mustn't

Examples

- You **must** eat healthy food.
- We **must** exercise regularly.
- You **mustn't** eat too much junk food.
- Students **mustn't** stay up late.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the passage aloud.
- answer comprehension questions.
- match vocabulary with meanings.
- complete **must** / **mustn't** exercises.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- discuss healthy and unhealthy habits.
- give advice using **must** / **mustn't**.
- describe their daily healthy routine.
- ask and answer questions about healthy lifestyles.
- present their ideas to the class.

D) Feedback and Consolidation

- What should we do to stay healthy?
- Why is exercise important?
- Mention five new vocabulary words.
- Give two sentences using **must**.
- Give two sentences using **mustn't**.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences using **must** / **mustn't**.
- Write a short paragraph about My Healthy Lifestyle.
- Prepare Lesson 2.



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Suggested Lesson Plan

[English] Prep Stage

Title	Healthy Choices	Day	Date	Class	Period
Unit	Unit 6 – Healthy Living				
Lesson	Lesson 2 – Healthy Choices				
Page(s)	90–92				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about making healthy choices.
- identify the main idea and supporting details.
- use Unit 6 vocabulary correctly.
- use **must** / **mustn't** accurately to express obligation and prohibition.
- discuss healthy habits and healthy food confidently.

2. Teaching Strategies

Think–Pair–Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 1 vocabulary.
- Ask:
 - What are healthy habits?
 - Why should we avoid junk food?
 - How can we stay fit?

B) Presentation

1. New Vocabulary

- nutrition
- meal
- vitamins
- protein
- dairy
- grains
- sugar
- snack
- disease
- health

Examples

- Fruit and vegetables contain vitamins.
- Protein helps build strong muscles.
- Too much sugar is unhealthy.
- A balanced meal keeps us healthy.

2. New Structure

Must / Mustn't

Examples

- You **must** wash your hands before eating.
- We **must** eat balanced meals.
- You **mustn't** skip breakfast.
- Students **mustn't** eat too many sweets.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the passage aloud.
- answer comprehension questions.
- match vocabulary with meanings.
- complete **must** / **mustn't** exercises.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- discuss healthy meals.
- give advice using **must** / **mustn't**.
- describe their daily eating habits.
- ask and answer questions about healthy lifestyles.
- present their ideas to the class.

D) Feedback and Consolidation

- Why is healthy food important?
- What foods should we eat every day?
- Mention five new vocabulary words.
- Give two sentences using **must**.
- Give two sentences using **mustn't**.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences using **must** / **mustn't**.
- Write a paragraph (80–100 words) about Healthy Eating Habits.
- Prepare Lesson 3.



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Suggested Lesson Plan

[English] Prep Stage

Title	Staying Fit	Day	Date	Class	Period
Unit	Unit 6 – Healthy Living				
Lesson	Lesson 3 – Staying Fit				
Page(s)	93–95				

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand the reading text about staying fit and healthy.
- identify the main idea and supporting details.
- use Unit 6 vocabulary correctly.
- use **must** / **mustn't** accurately in different situations.
- discuss healthy lifestyles confidently.

2. Teaching Strategies

Think–Pair–Share | Guided Reading | Cooperative Learning | Brainstorming | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 2 vocabulary.
- Ask:
 - How can we stay fit?
 - Why is regular exercise important?
 - What healthy habits do you follow every day?

B) Presentation

1. New Vocabulary

- active
- jogging
- swimming
- strength
- muscles
- sleep
- rest
- hygiene
- routine
- wellness

Examples

- Walking and jogging keep us active.
- Swimming is good exercise.
- We need enough sleep every night.
- Good hygiene protects us from diseases.

2. New Structure

Must / Mustn't

Examples

- You **must** sleep early.
- We **must** keep our bodies clean.
- You **mustn't** spend too much time on screens.
- Students **mustn't** ignore personal hygiene.

C) Practice

1. Controlled Practice

Students:

- read the lesson silently.
- read the passage aloud.
- answer comprehension questions.
- complete vocabulary exercises.
- identify sentences using **must** / **mustn't**.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- discuss healthy daily routines.
- give advice using **must** / **mustn't**.
- describe their exercise habits.
- ask and answer questions about healthy lifestyles.
- present their ideas to the class.

D) Feedback and Consolidation

- Why is sleep important?
- How can we stay healthy every day?
- Mention five new vocabulary words.
- Give two sentences using **must**.
- Give two sentences using **mustn't**.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 8 sentences using **must** / **mustn't**.
- Write a paragraph (80–100 words) about My Daily Healthy Routine.
- Prepare Lesson 4 – Story Time.



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Suggested Lesson Plan

[English] Prep Stage

Title	Story Time	Day	Date	Class	Period
Unit	Unit 6 – Healthy Living				
Lesson	Lesson 4 – Story Time				
Page(s)	96–97				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the story fluently.
- identify the characters, setting, and sequence of events.
- infer the moral of the story.
- use the target vocabulary in context.
- retell the story using **must** / **mustn't** where appropriate.

2. Teaching Strategies

Storytelling | Think–Pair–Share | Guided Reading | Cooperative Learning | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Story Cards | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 3 vocabulary.
- Ask:
 - What are healthy habits?
 - Why should we exercise regularly?
 - What can we learn from stories about healthy living?

B) Presentation

1. New Vocabulary

- doctor
- patient
- medicine
- illness
- recovery
- advice
- treatment
- check-up
- healthy habit
- prevention

Examples

- The doctor gave good advice.
- Regular check-ups help prevent illness.
- Healthy habits lead to a healthy life.
- Medicine helps people recover.

2. Language Focus

Must / Mustn't

Examples

- You **must** follow the doctor's advice.
- We **must** eat healthy food every day.
- You **mustn't** ignore symptoms.
- Children **mustn't** eat too much junk food.

C) Practice

1. Controlled Practice

Students:

- read the story silently.
- listen to the teacher reading the story.
- read the story aloud.
- answer comprehension questions.
- arrange the story events in order.
- complete the activities in the Student's Book.

2. Free Practice

Students work in pairs to:

- retell the story in their own words.
- describe the main characters.
- discuss the lesson learned from the story.
- role-play one scene from the story.
- explain how the story encourages healthy living.

D) Feedback and Consolidation

- Who were the main characters?
- What happened first?
- What lesson did the story teach us?
- Mention five new vocabulary words.
- Give two sentences using **must** / **mustn't**.

E) Home Assignment

- Learn the new vocabulary.
- Read the story again.
- Write a summary of the story (8–10 sentences).
- Write five sentences using **must** / **mustn't** about healthy habits.
- Prepare Lesson 5 – Writing.



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Suggested Lesson Plan

[English] Prep Stage

Title	Writing	Day	Date	Class	Period
Unit	Unit 6 – Healthy Living				
Lesson	Lesson 5 – Writing				
Page(s)	98–99				

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a well-organized paragraph about healthy living.
- use Unit 6 vocabulary appropriately.
- organize ideas using suitable linking words.
- revise and edit their own writing.
- use **must** / **mustn't** correctly in writing.

2. Teaching Strategies

Guided Writing | Think–Pair–Share | Brainstorming | Peer Assessment | Discussion

3. Resources and Materials Needed

Student's Book | Whiteboard | Writing Worksheet | Flashcards | Marker Pens

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 4 vocabulary.
- Ask:
 - What are healthy habits?
 - Why should we eat healthy food?
 - What must we do to stay healthy?

B) Presentation

1. Writing Focus

Writing a Paragraph about Healthy Living

A good paragraph should include:

- Topic sentence.
- Healthy habits.
- Healthy food and exercise.
- Supporting ideas.
- Concluding sentence.

2. Language Focus

Using **must** / **mustn't** to give advice and express obligation.

Examples

- We **must** eat healthy food every day.
- We **must** exercise regularly.
- We **mustn't** eat too much junk food.
- We **mustn't** stay up late every night.

C) Practice

1. Controlled Practice

Students:

- read the writing model.
- identify the parts of the paragraph.
- complete guided writing activities.
- arrange sentences in the correct order.
- complete the writing exercises in the Student's Book.

2. Free Practice

Students work individually to:

- write a paragraph (80–100 words) about Healthy Living.
- exchange notebooks with a partner.
- check grammar, spelling, punctuation, and organization.
- read their paragraphs aloud.

D) Feedback and Consolidation

- What should every good paragraph include?
- Which grammar structure did we use today?
- Mention five new vocabulary words from Unit 6.
- Give two sentences using **must**.
- Give two sentences using **mustn't**.

E) Home Assignment

- Learn the new vocabulary.
- Write another paragraph about How to Stay Healthy using **must** / **mustn't**.
- Rewrite your paragraph after correcting mistakes.
- Prepare Lesson 6 – Team-Project Roundtable.



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Suggested Lesson Plan

[English] Prep Stage

Title	Team-Project Roundtable	Day	Date	Class	Period
Unit	Unit 6 – Healthy Living				
Lesson	Lesson 6 – Team-Project Roundtable				
Page(s)	100				

1. Learning Objectives: By the end of this lesson, students will be able to:

- review the main ideas and vocabulary of Unit 6.
- discuss healthy living confidently.
- work cooperatively in groups.
- create a project about healthy lifestyles.
- present ideas clearly using **must** / **mustn't**.

2. Teaching Strategies

Cooperative Learning | Circle Sharing | Group Discussion | Project-Based Learning | Think-Pair-Share

3. Resources and Materials Needed

Student's Book | Whiteboard | A3 Paper | Markers | Glue and Scissors | Health magazines or printed pictures

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 6 vocabulary.
- Review **must** / **mustn't**.
- Ask:
 - What are the most important healthy habits?
 - Why should we exercise regularly?
 - How can we keep our bodies healthy?

B) Presentation

1. Activity 1 – Circle Sharing

Students sit in groups and review the important vocabulary, grammar, and ideas they learned in Unit 6.

They discuss healthy food, exercise, personal hygiene, and healthy daily routines.

2. Activity 2 – Group Discussion

Students discuss:

- What are the most important healthy habits?
- Why is exercise necessary?
- What foods should we eat every day?
- What unhealthy habits should we avoid?
- How can we encourage others to live a healthy life?

C) Practice

1. Controlled Practice

Students work in groups to create a Healthy Living Poster.

The poster should include:

- a suitable title.
- 5 healthy habits.
- 5 unhealthy habits to avoid.
- 5 sentences using **must** / **mustn't**.
- drawings or pictures related to healthy living.

2. Free Practice

Each group:

- presents its poster.
- explains healthy habits.
- answers classmates' questions.
- gives positive feedback to other groups.
- uses **must** / **mustn't** correctly while speaking.

D) Feedback and Consolidation

- What is the healthiest habit?
- Why is healthy food important?
- Mention five vocabulary words from Unit 6.
- Give two sentences using **must**.
- Give two sentences using **mustn't**.
- How can we improve our lifestyle?

E) Home Assignment

- Improve your poster using your teacher's feedback.
- Write a paragraph (80–100 words) about Healthy Living using **must** / **mustn't**.
- Revise all Unit 6 vocabulary and grammar in preparation for Session 7 – Weekly Assessment.



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Suggested Lesson Plan

[English] Prep Stage

Title	Weekly Assessment	Day	Date	Class	Period
Unit	Unit 6 – Healthy Living				
Lesson	Session 7 – Weekly Assessment				
Page(s)	Weekly Assessment				

1. Learning Objectives: By the end of this lesson, students will be able to:

- demonstrate their understanding of Unit 6 vocabulary.
- use **must** / **mustn't** correctly in different situations.
- answer reading comprehension questions accurately.
- write a well-organized paragraph about healthy living.
- participate confidently in speaking activities.

2. Teaching Strategies

Individual Assessment | Observation | Questioning | Discussion | Feedback

3. Resources and Materials Needed

Weekly Assessment Worksheet | Student's Book | Whiteboard | Pens | Answer Sheet

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 6 vocabulary.
- Review **must** / **mustn't**.
- Review paragraph writing.
- Ask:
 - What are healthy habits?
 - Why should we exercise regularly?
 - How can we stay healthy every day?

B) Presentation

1. Assessment Focus

- Vocabulary
- Grammar
- Reading
- Writing
- Speaking

2. Language Structure

Students answer questions using:

- **Must** / **Mustn't**
- Unit 6 Vocabulary
- Reading Skills
- Paragraph Writing Skills

C) Practice

1. Controlled Practice

Students complete the Weekly Assessment individually.

The assessment includes:

- Vocabulary questions.
- Grammar exercises.
- Reading comprehension.
- Writing task.

The teacher observes students and provides support when needed.

2. Free Practice

Students:

- exchange papers for peer correction.
- discuss the correct answers.
- answer speaking questions in pairs.
- read their paragraphs aloud.
- give positive feedback to classmates.

D) Feedback and Consolidation

- Which part of the assessment was the easiest?
- Which question was the most difficult?
- Mention five new vocabulary words from Unit 6.
- Give two sentences using **must**.
- Give two sentences using **mustn't**.
- What is the most important healthy habit you learned in this unit?

E) Home Assignment

- Correct any mistakes in the Weekly Assessment.
- Review your writing paragraph.
- Prepare for the Monthly Assessment.



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التطبيق وتحميل كل الملازم مجاناً وبسرعة



حمل التطبيق الآن



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